

# Singleton Church of England Primary School

## Mapping SMSC through **CARE** in the Curriculum – History

Children benefit from spiritual learning in history by reflecting on what we can learn from the past and add to the present to benefit the future. They are able to explore the similarities between people now and in the past and bringing them alive through primary and secondary sources. Moral education is developing open-mindedness when considering the actions and decisions of people from the past. The study of history also helps them to understand and encourages pupils to think about what past societies have contributed to our culture today. By exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. Our history curriculum enables children to develop a better understanding of our multicultural society through studying links between local, British, European and world history. By gaining an understanding of and empathy with, people from different cultural backgrounds children understand how other cultures have had a major impact on the development of 'British' culture.

### **C – Choices – Moral      A – Aspiration – Cultural      R – Reflection – Spiritual      E – Engagement – Social**

#### **C – Choices – Moral**

- Choosing appropriate enquiry-style questions to explore and investigate within the new topic.
- Recognise the choices made previously before them and how these choices have impacted the future.
- Understand choices they make will also impact the present and future.
- Recognise the difference between right and wrong and readily apply this understanding in their own lives.
- Choosing from primary and secondary sources to evaluate and interpret, as well as investigate the reliability of the sources.
- Making the correct choice to engage and reflect on their learning in History lessons.
- Understanding why choices were made and the commitment behind these
- Making a moral judgment from a historical point of view, e.g. when analyzing and comparing primary or secondary sources of evidence

#### **A – Aspiration – Cultural**

- An appreciation of the influences that have shaped the students' own cultural heritage
- A focus on significant individuals or places in Britain encourages students to reflect on their cultural assumptions and values.
- Develop their understanding and appreciation of past civilizations and how these have changed and adapted to human life over time.
- Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, and European world history.
- Appreciate different viewpoints made throughout history.
- Understand what we can learn from different cultures and that we too continue to use and adapt skills they have taught us today.
- An appreciation for historical sources and artifacts, understanding that these can often be very fragile.
- By investigating historical figures who have shaped Britain and/or left a legacy within our culture, e.g. Thomas Miller and Richard Dumbreck
- By developing an understanding of the key events shaping British history (as specified in the National Curriculum) .

#### **R – Reflection – Spiritual**

- Encourage pupil's sense of curiosity by persistently asking questions such as 'how?' and 'Why?'
- Showing an understanding of empathy towards the different people they learn about from the past and present.
- Reflecting on what they are fortunate enough to have and how as a society we are fortunate to have learned skills and historical perspectives from those before us.
- Opportunities to express themselves through creative writing such as diary entries, newspaper articles, and letters.

#### **E – Engagement – Social**

- Questions and debates encourage the scenario of 'what would you do' in the situation relating to various events throughout History
- Learning about social issues in past societies and how they have shaped today's world we live in
- Learning how past societies were organised and functioned
- Problem-solving investigations as part of a team.
- Considering social class structures from the past and how they compare today
- Children taking photos of their learning and having the chance to investigate sources
- Communicating and expressing views in different contexts e.g., visits, trips

- Developing their open mind to the opinions of themselves and peers, as well as from the past.
- Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artifacts, visits, and visitors.

#### **British Values**

- Questions and debates encourage the scenario of ‘what would you do’ in the situation relating to various throughout History
- Learning about social issues in past societies and how they have shaped today's world we live in
- Learning how past societies were organised and functioned
- Problem-solving investigations as part of a team.
- Considering social class structures from the past and how they compare today
- Children taking photos of their learning and having the chance to first hand investigate sources
- Communicating and expressing views in different contexts e.g., visits, trips